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2020

Program Specification

Program Name:	**English**
Qualification Level:	**Bachelor in the English Language**
Department:	**English Department**
College:	**College of Science and Humanities**
Institution:	**SHAQRA UNIVERSITY (Main Campus)**

Content

A. Program Identification and General Information

1. Program Main Location:

SHAQRA UNIVERSITY-Main Campus- Shaqra

2. Branches Offering the Program:

None

3. Reasons for Establishing the Program:

(Economic, social, cultural, and technological reasons, and national needs and development, etc.)

Economic reasons:

1. To meet the local needs for English language teachers, translators and speakers of English in the several market sectors.

Social and cultural reasons:

1. To introduce Saudi Arabian culture to the outside world through English, as a country that respect foreign cultures.

2. To use English as a means of Dawah to Islam

3. To share the values of life and social norms with the rest of the world.

Technological reasons:

1. To equip the Saudi learners with English as a window to up-to-date technology

Due to the fast pace of globalization, it is necessary to raise citizens with a world view who possess the right tools to study permanently, interact, and communicate in a lingua franca such as English.

Business and industry leaders consistently call for applicants with a solid command of written and spoken English. Our bachelor degree holders in English will learn to grasp and render not only writing and editing skills, but also problem solving, critical thinking, and analytical skills. These are highly prized by employers in nearly every profession, especially in this age of ever-changing technological communication.

There are five social and emotional aspects of our degree program:

*Self-awareness

  *Managing emotions/feelings

  *Motivation

  *Empathy

  *Social Skills

Our graduate degree program promotes students' positive experience of transition as it underpins:

  *Effective learning

  *Positive behavior and good attendance

  *Staff effectiveness

  *Emotional health and well-being

  *Positive relationships

Our degree program will bring up nation's future generation for personal and professional success so that they can smoothly navigate the world of tomorrow in walks of life.

4. Total Credit Hours for Completing the Program: (129)

5.. Professional Occupations/Jobs:

- -Translators
- -Teachers of English

- -Telecommunication Clerk
- -Firm Coordinators
- -Journalists
- -Secretaries

6. Major Tracks/Pathways(if any):

Major track/pathway	Credit hours (For each track)	Professional Occupations/Jobs (For each track)
1. None		

7. Intermediate Exit Points/Awarded Degree(if any):

Intermediate exit points/awarded degree	Credit hours
1. None	

B. Mission, Goals, and Learning Outcomes

1. Program Mission:

Preparing a distinguished graduate with scientific and professional qualifications in the English language and literature in line with the requirements of the labor market through an academic environment encouraging scientific research and community service

2. Program Goals:

1. Develop the outputs of the program of English language & literature; and its attachment to the labor market.
2. Promote the academic efficiency of the program.
3. Prepare a graduate qualified to meet the needs of the labor market.
4. Encourage outstanding academic scientific research in different English language fields.
5. Provide effective community services that contribute to society's development.
6. Provide latest technologies for an attractive learning environment to promote teaching and learning methods.

2. **Relationship between Program Mission and Goals and the Mission and Goals of the Institution/College.**

The mission of the English Language BA program stems from the mission of the College of Science and Humanities at Shaqra University. The program goals are in line with the goals of the university. The table below shows the alignment of the mission and the goals of the English program with the College of Science and Humanities and Shaqra University'

| | Collage of Science and Humanities | | | | | | | | | |
| | Mission | | | | Goals | | | | | |
	To prepare distinguished cadres that match the requirements of the labor market	through competitive academic programs	In an environment that encourages scientific research	and community partnership.	Develop the college structure and academic programs and their attachments to the labor market	Promote the efficiency of academic and administrative human resources.	Prepare outputs qualifying for competition in the labor market.	Encourage outstanding scientific research to meet development priorities and community needs.	Establish effective community partnerships to strengthen cooperation with private government sectors.	Provide an attractive learning environment and promote teaching and learning methods.
Mission										
Preparing a distinguished graduate	✔									
with scientific and professional qualifications in the English language and literature		✔								
in line with the requirements of the labor market	✔									
through an academic environment encouraging scientific research			✔							
and community service				✔						
Goals										
Develop the outputs of the program of English language & literature, and its attachment to the labor market.					✔					
Promote the academic efficiency of the program.						✔				
Prepare a graduate qualified to meet the needs of the labor market.							✔			
Encourage outstanding academic scientific research in different English language fields.								✔		
Provide effective community services that contribute to society's development.									✔	
Provide effective community services that contribute to society's development.										✔

(Row label on left margin: English language program)

4. Graduate Attributes:

○ **English Language Graduates' Attributes**

Communication and Cooperation		Responsibility and Efficiency		Learning and Knowledge		
Community engagement	Effective communication	Leadership, and decision-making	Citizenship	Self-development	Critical thinking and problem solving	Cognitive awareness

- o Learning and Knowledge
  - **Cognitive Awareness**: Program graduates should possess a high level of knowledge in the field of the English Language, as well as society-based areas.
  - **Critical Thinking and Problem Solving**: English program graduates should be able to apply critical and analytical thinking skills and solve problems in a way that leads to a creative output/solution.
  - **Self-development**: English program graduates should show the ability to self-develop and possess the skills of lifelong learning.

- o **Responsibility and Efficiency**
  - **Citizenship:** The program graduates should maintain Islamic morals and belongingness to the country.
  - **Leadership and Decision making:** The University graduates should possess leadership skills that qualify them to become future leaders, and this is demonstrated through practice and the ability to make appropriate decisions commensurate with the problems.
- o **Communication and Cooperation:**
  - **Effective cooperation:** English Program graduates effectively communicate verbally and in writing, convey ideas in different ways, and have the ability to collaborate with others to achieve the intended goals.
  - **Community Engagement**: Program graduates contribute to community development through actively participating in programs beneficial to society.

<u>Matrix of the Graduates' Attributes and the Mission of the English Language Program and its Educational Goals</u>

Documents		The English program graduates' attributes						
		Citizenship	Leadership and decision making	Cognitive awareness	Effective communication	Community engagement	Self-development	Critical thinking and problem solving
Strategic plan	Program vision	√				√		√
	Program mission		√	√	√	√	√	√
	Program goals		√	√	√	√	√	√

5.Program learning Outcomes*

Knowledge and understanding:	
Upon successful completion of the program, students will be able to:	
K1	Demonstrate profound knowledge and understanding of facts, concepts, principles and theories of English linguistics, literature, and translation.
K2	Reproduce proficient language skills (grammar, reading, writing, listening and speaking) required for effective thinking, writing and communicating in English.
K3	Recognize the main principles of the major areas of theoretical and applied linguistics

K4	Demonstrate profound knowledge and understanding of the range of the principal literary genres across prose, poetry, drama.
Skills:	
Upon successful completion of the program, students will be able to:	
S1	Perform practical tasks and activities in a variety of settings that demonstrate profound understanding of grammatical structures, translation skills, literary criticism and English Language skills: listening, speaking, reading, and writing.
S2	Utilize various information and communication technology (ICT) tools to research, process, analyze, and produce material to demonstrate ability to integrate technology into English language learning and translation
S3	Analyze critical arguments and evidence appropriate to linguistic, literary and translation studies.
S4	Apply critical thinking and problem-solving skills both independently and in team environments to make decisions in a multiplicity of contexts.
Values	
Upon successful completion of the program, students will be able to:	
V1	Show commitment to professional ethics and adhere to required codes of conduct.
V2	Demonstrate positive co-existence and build rapport with others and act as a responsible citizen.

* Add a table for each track and exit Point (if any)

1- **Alignment of the English language program Goals with the PLOs**

		Alignment of the English language program Goals with the PLOs					
		Develop the outputs of the program of English language & literature, and its attachment to the labor market.	Promote the academic efficiency of the program.	Prepare a graduate qualified to meet the needs of the labor market.	outstanding academic scientific research in different English language	Provide effective community services that contribute to society's development	Provide latest technologies for an attractive learning environment to promote teaching and learning methods.
Program Learning Outcomes	**Knowledge**						
	K1	✓	✓	✓			
	K2	✓	✓	✓			
	K3	✓	✓	✓			
	K4	✓	✓	✓			
	Skills						
	S1	✓	✓	✓	✓		
	S2	✓	✓	✓			✓
	S3	✓	✓	✓	✓		
	S4	✓	✓	✓	✓		
	Values						
	V1			✓		✓	

				✓		✓	
	V2			✓		✓	

2- Alignment of Program Graduate Attributes with Program Learning Outcomes

<table>
<tr><th colspan="8">Alignment of Program Graduate Attributes with Program Learning Outcomes</th></tr>
<tr><th></th><th></th><th>Citizenship</th><th>Leadership and decision making</th><th>Cognitive awareness</th><th>Effective communication</th><th>Community engagement</th><th>Self-development</th><th>Critical thinking and problem solving</th></tr>
<tr><td rowspan="11">Program learning outcomes</td><td>K1</td><td></td><td></td><td>√</td><td></td><td></td><td></td><td></td></tr>
<tr><td>K2</td><td></td><td></td><td>√</td><td></td><td></td><td></td><td></td></tr>
<tr><td>K3</td><td></td><td></td><td>√</td><td></td><td></td><td></td><td></td></tr>
<tr><td>K4</td><td></td><td></td><td>√</td><td></td><td></td><td></td><td></td></tr>
<tr><td>S1</td><td></td><td></td><td></td><td>√</td><td></td><td>√</td><td></td></tr>
<tr><td>S2</td><td></td><td>√</td><td></td><td></td><td></td><td></td><td>√</td></tr>
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<tr><td>S4</td><td></td><td></td><td></td><td>√</td><td></td><td>√</td><td>√</td></tr>
<tr><td>V1</td><td></td><td></td><td></td><td></td><td></td><td>√</td><td></td></tr>
<tr><td>V2</td><td>√</td><td>√</td><td></td><td></td><td>√</td><td></td><td>√</td></tr>
</table>

C. Curriculum
1. Curriculum Structure

Program Structure	Required/ Elective	No. of courses	Credit Hours	Percentage
Institution Requirements	Required	**9**	**21**	**13.9%**
	Elective			
College Requirements	Required			
	Elective			
Program Requirements	Required	**43**	**108**	**83.8%**
	Elective			
Capstone Course/Project				
Field Experience/ Internship				
Others				
Total			**129**	**100%**

* Add a table for each track (if any)

2. Program Study Plan

	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
Level-1	ENG 111	Basic Language Skills 1	R	-	3	D
	ENG 112	Listening and Speaking Skills 1	R	-	2	D
	ENG 113	Reading comprehension	R	-	2	D
	ENG 120	Vocabulary Building	R	-	2	D
	SLM 101	Introduction to Islamic Culture	R	-	2	I
Level -2	ENG 114	Writing 1 (Paragraph Writing)	R	-	3	D
	ENG 115	Reading Comprehension 2	R	113 ENG	3	D
	ENG 116	English Grammar	R	111 ENG	3	D
	ENG 122	Listening and Speaking Skills 2	R	112 ENG	2	D
Level-3	130 TEC	Computer skills	R	-	3	I
	182 NGL	Introduction to Literary Studies	R	-	2	D
	102 SLM	Islam and Society Building	R	-	2	I
	101 ARB	Language Skills	R	-	2	I
	118 NGL	Translation	R	-	2	D
Level-4	ENG 213	Composition -2-	R	114 ENG	2	D
	ARB 103	Arabic Editing	R	-	2	I
	ENG 320	Linguistic-I-	R	-	3	D
	SLM 103	Economic System in Islam	R	-	2	I
	ENG 251	The Rise of the Novel	R	182 ENG	3	D
Level-5	ENG 312	Essay Writing	R	114 ENG	3	D
	ENG 241	Appreciating Drama	R	182 ENG	3	D
	ENG 323	Linguistics 2	R	320 ENG	3	D
	212 NGL	Translation 1	R	118ENG	2	D
	104 SLM	Fundamentals of Political System in Islam	R	-	3	I
Level-6	ENG 104	Literary Studies	R	-	3	I
	ENG 328	Phonetics	R	320 ENG	3	D
	ENG 231	Appreciating Poetry	R	182 ENG	3	D

	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
	ENG 371	Introduction to American Literature	R	-	3	D
Level-7	ENG 324	Applied Linguistics	R	-	3	D
Level-7	ENG 423	Morphology and Syntax in English	R	-	3	D
Level-7	ENG 412	Speech	R	-	2	D
Level-7	ENG 427	Linguistics III	R	323 ENG	2	D
Level -8	ENG 422	English Phonology	R	328 ENG	2	D
Level -8	ENG 333	Romantic Poetry	R	231 ENG	2	D
Level -8	ARB 105	Language Studies	R	-	3	I
Level -8	ENG 329	Language Acquisition	R	-	3	D
Level -9	ENG 424	Transformational Generative Grammar	R	423 ENG	3	D
Level -9	ENG 420	Language Evaluation	R	-	2	D
Level -9	ENG 411	Translation 2	R	212 ENG	2	D
Level -9	ENG 406	Techniques and Principles in Language Teaching	R	-	3	D
Level -10	ENG 361	Criticism-1	R	-	3	D
Level -10	ENG 413	Advanced Writing	R	312 ENG	3	D
Level -10	ENG 344	Shakespeare	R	241 ENG	3	D
Level -10	ENG 351	Nineteenth century novel	R	251 ENG	3	D
Level-11	ENG 429	Stylistics	R	-	2	D
Level-11	ENG 461	Criticism II	R	361 ENG	2	D
Level-11	ENG 431	Victorian Poetry	R	231 ENG	3	D
Level-11	ENG 451	Modern Novel	R	351 ENG	3	D
Level-12	ENG443	Modern Drama	R	241 ENG	3	D
Level-12	ENG 407	Language and Society	R	-	3	D
Level-12	ENG 432	Modern Poetry	R	431 ENG	3	D
Level-12	ENG 421	The History of English Language	R	-	2	D

* Include additional levels if needed
** Add a table for each track (if any)

3. Course Specifications

Insert hyperlink for all course specifications using NCAAA template

4.Program learning Outcomes Mapping Matrix

Align the program learning outcomes with program courses, according to the following desired levels of performance (**I = Introduced   P = Practiced M = Mastered**)

		Knowledge				Skills				Values	
		K1	K2	K.3	K4	S1.	S2	S.3	S.4	V1	V2
1	Course ENG 111	I	I			I	I	I		I	I
2	Course ENG 112	I	I			I				I	
3	Course ENG 113	I	I			I			I	I	
4	Course ENG 120	I	I			I				I	I
5	Course ENG 114	I	I			I	I			I	I
6	Course ENG 182	I				I			I	I	
7	Course ENG 118	I	I	I		I	I			I	
8	Course SLM 101	I				I			I	I	I
9	Course ENG 320	I		I		I		I		I	I
10	Course TEC 130	I					I			I	I
11	Course ENG 323	I		I		I			I		I
12	Course ARAB 101	I		I		I		I	I	I	I
13	Course ARAB 103	I		I		P		P	P	P	P
14	Course ENG 231	I			I	P			P	P	
15	Course ENG 241	I			I	P			P	P	
16	Course ENG 251	I			I	P			P	P	
17	Course ENG 371	1			I	P			P	P	
18	Course ARAB 104				I	P			P	P	P
19	Course SLM 102	I				P			P	P	P
20	Course ENG 420	I				P	P		P	P	
21	Course ENG 422	P		I		P	P	P		P	
22	Course SLM 103	P				P			P	P	P
23	Course ENG 116	P	P			P			P		
24	Course ARAB 105			P		P			P	P	P
25	Course ENG 115	P	P			P			P	P	
26	Course ENG 122	P	P			P					P
27	Course SLM 104				P	P			P	P	P
28	Course ENG 427	P		P		P		P			P
29	Course ENG 324	P		P		P		P		P	
30	Course ENG 329	P		P		P		P	P	P	
31	Course ENG 212	P	P			P	P			P	
32	Course ENG 213	P	P			P			P	P	
33	Course ENG 312	P	P			P	P		P	P	
34	Course ENG 328	P		P		P			P		P
35	Course ENG 412	P	P			P	P		P		P
36	Course ENG 333	P			P	p			P	P	
37	Course ENG 406		M	M		M	M	M		M	
38	Course ENG 351	M			M	M			M	M	
39	Course ENG 344	M			M	M		M		M	
40	Course ENG 361	M			M	M			M	M	M

#	Course	1	2	3	4	5	6	7	8	9	10
41	Course ENG 424	M	M	M		M	M	M	M	M	
42	Course ENG 407	M		M		M	M	M			M
43	Course ENG 421	M				M			M		M
44	Course ENG 423	M		M		M		M	M	M	
45	Course ENG 411	M	M			M	M		M	M	
46	Course ENG 429	M	M	M		M	M		M	M	
47	Course ENG 413	M	M			M	M	M	M	M	M
48	Course ENG 431	M			M	M			M	M	M
49	Course ENG 432	M			M	M			M	M	M
50	Course ENG 443	M			M	M			M	M	
51	Course ENG 451	M			M	M			M	M	M
52	Course ENG 461	M			M	M			M	M	M

Add a table for each track (if any)

5. Teaching and learning strategies to achieve program learning outcomes

Describe policies, teaching and learning strategies, learning experience, and learning activities, including curricular and extra-curricular activities, to achieve the program learning outcomes.

• The policy of instruction in the program aims to prepare students to acquire skills in a life-long learning perspective for a productive career.

• As such, part of the program's teaching policies is to employ a wide range of teaching- learning strategies that achieve the aforementioned program learning outcomes (PLO's) effectively in terms of knowledge, skills, and values.

• The learning experience is determined by the teaching strategies employed which include the common instructional forms of education— face-to-face learning, distance education or blended forms.

• The teaching and learning methods include teacher-centered and student-centered approaches that support each domain of learning:

    *Various lecturing techniques, e.g. attention grabbing, re-capitulation, and use of mnemonics
    * Tutorials
    * Collaborative learning (pair work/ group work/discussions)
    * Oral and written time-based classroom tests
    * Assignments and knowledge based creative writing tasks
    * In-class or online lecture
    * Class recitation/tutorial
    * Group assignments
    * Independent readings
    * Homework assignments
    * Search work

The strategies above are indicative of the teaching activities, however, how each is undertaken varies between academics.

• The curricular learning activities intertwine with teaching. For instance, rather than attending lectures, participating in lectures give an idea of the richness that is possible in aligned teaching and learning activities. Learning activities include:

1. Conducting searches
3. Surveying
4. Summarizing reading
5. Learning to pose problems
6. Conduct research
7. Practice skills, role-play, simulations
8. Write papers, reports, reflections
9. Flipped learning
10. Prepare and make presentations

11. Making constructive criticism during peer or group work
12. Communicate, inquire, share findings using media
13. Learn to edit and criticize their own work
14. Peer reviews

All of the above curricular and extra-curricular activities are planned to develop students' professional skills as well as nurture students' social and ethical values.

6. Assessment Methods for program learning outcomes.

We use a range of assessment methods that provide the best opportunity for learners to express their knowledge and understanding. Exams take the form of both unseen and take-away papers. Many courses also have a coursework component, which provides a continuous form of appraisal. The learners write extended essays and will undertake an individual research project that they present as a final-year dissertation. In all of these methods of assessment, their instructors are on hand to provide assistance and support.

Methods of assessment of knowledge acquired:

*Student to student and student to teacher interaction during teaching and learning process.
*On time and orderly completion of assignment, research, presentation and tasks.
* Learners' efficacy and output in the quizzes, mid-term and final exams.
* Maximum and practical application of attained knowledge inside and outside the classroom.

Methods of assessment of students' cognitive skills:

*Allocating part of the course grade to the above skills.
* Oral and presentations
* Students portfolio
* Student to student and student to teacher interaction during teaching and learning process.
* On time and orderly completion of assignments and tasks.
* Learners efficacy and output in the quizzes, mid-term exams and final exams.

* Maximum and practical application of attained knowledge inside and outside the classroom.

Methods of assessment of students' interpersonal skills and capacity to carry responsibility:

*Evaluation of group reports and individual contribution within a group.
* Peer or self-assessment
* Student portfolio
* Surveys asking individuals to share their perception of their own attitude and/or behaviors.
* Student-student and student-teacher communication during learning practice which boasts the learners' confidence and knowledge. It also helps in maintaining the momentum of language learning.
* Disciplined behavior and regular completion of assignments, activities and tasks
* Students' seriousness, aptitude and interest in learning.

D. Student Admission and Support:

1. Student Admission Requirements:

1-Secondary School Certificate.
2-Diploma.

2. Guidance and Orientation Programs for New Students:

- First Week Orientation for newly admitted students.
- Faculty members are available four hours a week for students' consultation and academic advice.
- Advisors mentoring students throughout the semester.
- The head of the department is always available for advice.
  Guide to Student Orientation Program.

3. Student Counseling Services
(Academic, career, psychological and social)

Student Academic Counselling
Describe arrangements to be made for academic counselling and advice for students, including both scheduling of faculty office hours and advice on program planning, subject selection and career planning (which might be available at college level)
1. Students are required to attend minimum of 75% of classes
2. The minimum passing mark is 60 out of 100
3. Students must pass all courses to finish the program.
-Faculty members are available four hours a week for students' consultation and academic advice.
   -Each student has an academic advisor.
  - The department has an Academic Guidance Unit.
  - Close follow-up of students with low GPA.
  - Talented students are encouraged for further development.
The head of the department is always available for advice.
Academic Advising Guide
University Student Guide
Student Grievances Rules and Procedures

4. Special support
(low achievers, disabled, gifted and talented)

  The department has nominated a committee to sponsor the students who have specific disabilities to ensure they can access the learning resources suitable to their disabilities.
The curriculum in the foundation program must be professionally reviewed in an attempt to strengthen students' English language skills.
The department has formulated a special needs committee. The special needs committee is responsible for providing accommodations and facilities that fit students of disabilities. The committee involves a group of lecturers and assistant professors from the English department who work with special needs students by identifying the individual problems of each student and working on fulfilling his/her academic requirements.
The main goal of such a committee is to assist this group of students by providing them with equal opportunities of learning towards their success in similar manners of their peers who are not identified with any educational or physical disabilities.
Additionally, further support is available for low achievers through various channels. Students can report to; a) their academic advisors for guidance and assistance; b) their instructors to discuss their weaknesses; c) the remedial centers offered in the department.
Gifted and talented students have various opportunities to exercise their skills in the co-curricular and extracurricular activities offered in the department and university level. Also, faculty members who identify students' talents encourage them to participate in community services and in the academic centers as facilitators and mentors.

E. Teaching and Administrative Staff

1. Needed Teaching and Administrative Staff

Academic Rank	Specialty		Special Requirements / Skills (if any)	Required Numbers		
	General	Specific		M	F	T
Professors		Literature		1	1	2
Associate Professors		Literature		1	1	2
Assistant Professors		Literature		1	1	2
Lecturers						
Teaching Assistants						
Technicians and Laboratory Assistants						
Administrative and Supportive Staff			Secretary	1		1
Others (specify)						

2. Professional Development

2.1 Orientation of New Teaching Staff
Describe briefly the process used for orientation of new, visiting and part-time teaching staff

The program has an orientation program for new staff that includes the following elements:
• An orientation meeting that includes the College Chair and other faculty members is held to introduce and welcome all new staff and to establish a good working relationship.
• An orientation committee, assigned by the College's dean, thoroughly explain the program to new faculty members and answer their inquiries. This includes program-specific information such as the program's mission, vision and goals, course specifications, course reports, syllabi and assessment, teaching methodologies, teaching and research resources, and other relevant information.
• New faculty receive guidance from the chairperson and from other faculty members regarding the teaching processes.
• A university manual is available for new faculty in place.
• An orientation portfolio is available for new staff that includes all the important documents such as handbooks, guides, policies, official forms, regulations, faculty rights and duties and also the University's, colleges and department's mission, vision, and goals .
• Non-Saudi new faculty are given extra sessions on the practicalities of living in KSA,
• New faculty members are given relevant course reports and improvement plan to build on the previous teaching of the courses.

• New faculty members are educated about the quality process in the program and their roles in it. Later, they are guided step0by-step in performing quality tasks.

2.2 Professional Development for Teaching Staff
Describe briefly the plan and arrangements for academic and professional development of teaching staff (e.g., teaching & learning strategies, learning outcomes assessment, professional development, etc.)

The quality assurance in the College perceives the necessity to organize professional teaching workshops and training sessions throughout the semester in various fields of teaching and learning including syllabus design, teaching methods, CLOs, PLOs, IL0s, course alignment, etc.

Therefore, the Quality Assurance and Development Unit at the College collaborates with SHAQRA Educational Development Center to offer training programs on campus in teaching strategies and equipment and software use to all faculty members. Organized training sessions for faculty members, both males and females, are maintained to update teaching methodology and the use of technology in the classrooms. Responsible parties are Deanship for Development of University Education, CLT Professional Development Committee and CLT Quality Assurance Unit Committee.

F. Learning Resources, Facilities, and Equipment

1. Learning Resources.
Mechanism for providing and quality assurance of learning resources (textbooks, references and other resource materials, including electronic and web-based resources, etc.)

For planning textbooks, reference and other resource material including electronic and web based resources:

- Periodically, staff members submit a form including required references and sources to the head of the department. A list including textbooks and references required by all staff members is then directed to the dean who directs it to the intended authority in the university to provide the required resources.

- Staff members refer students to the college library.

- Students are trained on how to use the University's Electronic Library.

- Students use computers in the Language Lab to visit web-based resources.

For planning and acquisition of resources for library, laboratories, and classrooms:

- Examination of books and references for each individual course to determine the appropriateness of the book for course topics by the relevant staff member (how recent, coverage).

- A list is developed for the references to be acquired for the library. The list is then directed to the dean who directs it to the intended authority in the university to provide the required resources.

For evaluation of the adequacy of textbooks, reference and other resource provisions:

- A periodic meeting is held when issues concerning the adequacy of textbooks, reference and other resource provisions are discussed. In case acquisition of resources is needed, the head of the department refers the required resources to the dean who contacts the intended authority in the university to secure the resources.

- Academic advisors talk to students about the adequacy of textbooks, reference and other resources. If resources are needed, advisors make lists of them and direct them to the head of the department.

- Students' evaluation of the adequacy of textbooks, reference and other resource provisions is explored by checking items tackling this area in course questionnaire.

The department members of various specializations choose books and recent references that suit students. Then a list is submitted to the head of the department who gets it in the procurement process.

2. Facilities and Equipment
(Library, laboratories, medical facilities, classrooms,
etc.).

Library, classroom, training room, meeting room, English club
The English Department, all classrooms are equipped with data shows. Thereis a wireless Wi-Fi internet access inside the main campus and the branches.
• The program has at its disposal the university library and medical center.
• There is a computerized language lab at the girls' section and the boys' section with 30 computers.
• Number of classrooms at boys' and girls' sections

	Boys' section	Girls' section
No. of classrooms	10	10
Capacity of classrooms	30	40
Availability of smartboards and data show projectors	Yes	Yes
Availability of ventilation, lighting and air-conditioning	Yes	Yes

3. Arrangements to Maintain a Healthy and Safe Environment (According to the nature of the program)

The Deanship of Student Affairs is active in this area as students are encouraged to participate in activities that ensure a healthy lifestyle. Activities that include racing, cycling, walking, active games, martial arts, etc.
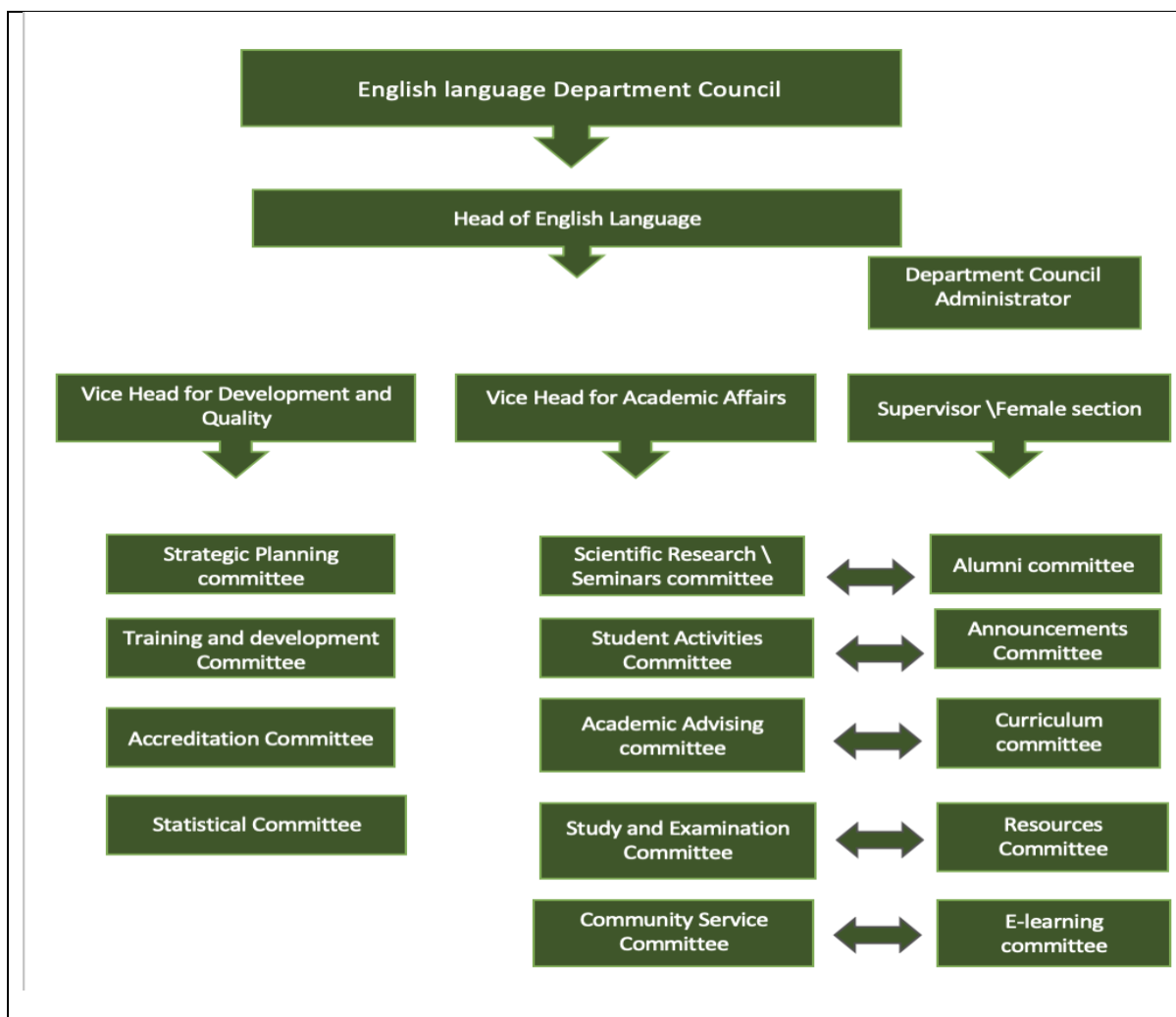Various channels, such as the university website and social media platforms announce to students the available activities.

G. Program Management and Regulations

1. Program Management
1.1 Program Structure (including boards, councils, units, committees, etc.)

English language Department Council → Head of English Language → Department Council Administrator

Vice Head for Development and Quality → Strategic Planning committee, Training and development Committee, Accreditation Committee, Statistical Committee

Vice Head for Academic Affairs → Scientific Research \ Seminars committee ↔ Alumni committee; Student Activities Committee ↔ Announcements Committee; Academic Advising committee ↔ Curriculum committee; Study and Examination Committee ↔ Resources Committee; Community Service Committee ↔ E-learning committee

Supervisor \Female section

1.2 Stakeholders Involvement
Describe the representation and involvement of stakeholders in the program planning and development. (Students, professional bodies, scientific societies, alumni, employers, etc.)

- Stakeholders involvement in planning and development of the program includes students' (newly admitted, employers, experienced and graduates) participation in planning and development through course and program evaluation online surveys. Results of students' evaluation of courses and program are collected and integrated into the course reports at the end of each semester. The academic Programs Committee reviews students' feedback and discuss them in department council meeting. Upon approval of the department council recommendations are made and sent to the dean for further follow up and approval.

- Alumni follow-up committee has database of program alumni and communicates with them by email and through a group on WhatsApp. They send their opinions about the program through filling and submitting alumni surveys.

2. Program Regulations
Provide a list of related program regulations, including their link to online version: admission, study and exams, recruitment, appeals and complaint regulations, etc.)
• Program Handbook
• Admission and Registration
• Study Regulations and Tests

- [Rights and Duties](#)
- [Complaints and Grievances](#)

H. Program Quality Assurance

1.Program Quality Assurance System
[**Link**](#)

2. Program Quality Monitoring Procedures

Program Quality Monitoring is conducted by the Development and Quality Vice deanship, and the department follows the organizational structure for quality management committees as suggested by the office of the Deanship of Quality and Development.

The Head of department form all committees accordingly. Each committee has different tasks and duties to perform. The Head of department asks the four sub-committees to provide him/her with an action plan for tasks achievements. All sub-committees provide the Head of department with their action plans, who in his turn follows up the performance of these sub-committees.

Program quality is monitored and evaluated through a number of key performance indicators (KPIs). The achievement of program goals are monitored by measurement of the KPIs using various statistical data about the progress of students and graduates, quality of courses, teaching and assessment strategies, graduates' employment, scientific research, and community service programs.

Examples of Surveys used for quality monitoring include:
1. Program evaluation survey.
2. Courses evaluation survey.
3. Employers opinion about graduates' survey.
4. Graduates evaluation of the program survey.
5. Stakeholders evaluation of library services survey.
6. Staff members and student evaluation of services survey.

No	Time	Files/Reports		Prepared by	Submitted to
1	At the beginning of each academic year		Course files and annual program reports are reviewed to approve the current year's action plan	The AAC Committee	The department council
2		Operational Plans	Program's Operational Plan is designed to serve the approved action plan	Strategic Planning Committee	The department council
3			Assigning the committees' operational plans	All committees	The HoD
4		Course File	The NCAAA Course Specifications (if necessary, updates are performed)	The instructors	The AAC Committee
5	At the beginning of each semester		The course plans	The instructors	The AAC Committee
6	During each semester		The CF	The coordinators	The HoD

#	Time		Report	Responsibility	Review
7	At the end of each semester	Program File	The NCAAA Course reports	The instructors	The AAC Committee
8			The Direct Assessment Summary (DAS) files		
9			The Summary of Course Survey (SCS) files		
10					
11	At the end of each year		The self-study report and the self-evaluation scale (before applying to the NCAAA accreditation)	All committees	The AAC Committee
12			The KPI report		
13			The Survey Report		
14			The PLOs assessment report	The AAC Committee	The AAC Committee
15			The annual program report	The AAC Committee	The department council
16			The action plan		

3. Arrangements to Monitor Quality of Courses Taught by other Departments.

- The quality of courses taught by other departments is monitored by surveying students' opinions on the quality of courses via course evaluation surveys.

Results of surveys are summarized and sent to heads of the other departments to communicate with teaching staff members concerning them.

4. Arrangements Used to Ensure the Consistency between Main Campus and Branches (including male and female sections)

All program components including goals, mission, learning outcomes, courses and other specifications' forms are shared with all the members of both sections (boys and girls). Members of committees represent both sections too.

5. Arrangements to Apply the Institutional Regulations Governing the Educational and Research Partnerships (if any).

N\A

6. Assessment Plan for Program Learning Outcomes (PLOs), and Mechanisms of Using its Results in the Development Processes

Assessment Plan for Program Learning Outcomes (PLOs)

7. Program Evaluation Matrix

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
Program Evaluation	Faculty and student Independent Opinion	SSRP, online Questionnaires	At the end of every academic year
Courses Evaluation	Students	The approved NCAAA	The end of every

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
		questionnaires/ surveys and the Shaqra University approved online evaluation forms	Semester
Program goals	Stakeholders and Independent reviewers	Surveys are distributed to a number of stakeholders	At the end of every academic year
Program learning outcomes	Academic Programs Committee	Surveys are distributed to a number of stakeholders	At the end of every academic year
The effectiveness of teaching and assessment methods for the program	Students and instructors	The Shaqra University approved online course evaluation surveys	The end of every semester
The learning resources	Students and instructors	The Shaqra University approved online evaluation forms	The end of every Semester

Evaluation Areas/Aspects (e.g., leadership, effectiveness of teaching & assessment, learning resources, partnerships, etc.)
Evaluation Sources (students, graduates, alumni, faculty, program leaders, administrative staff, employers, independent reviewers, and others (specify)
Evaluation Methods (e.g., Surveys, interviews, visits, etc.)
Evaluation Time (e.g., beginning of semesters, end of academic year, etc.)

8. Program KPIs*
The period to achieve the target (1444) year.

No	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
1 **Goal and Mission**	KPI-P-01	Percentage of achieved indicators of the program operational plan goals	70%+	(Reports) Percentage of performance indicators of the operational plan goals of the program that achieved the targeted annual level to the total number of indicators targeted for these goals in the same year.	End of the year
3 **Learning and Teaching**	KPI-P-02	Students' Evaluation of quality of learning experience in the program	3+	(Student evaluation questionnaire for courses) Average of overall rating on a five-point scale in an annual survey.	End of each semester
	KPI-P-03	Students' evaluation of the quality of the Courses	3+	(Student evaluation questionnaire for courses) Average students overall rating for the quality of courses on a five-point scale in an annual survey	End of each semester

	KPI-P-04	Completion rate Proportion of undergraduate students who completed the program in minimum time in each cohort	%55+	(Statistical Data) Proportion of undergraduate students who completed the program in minimum time.	End of each cycle
	KPI-P-05	First-year students retention rate	60%+	(Statistical Data) Percentage of first-year undergraduate students who continue at the program the next year to the total number of first-year students in the same year.	End of each year
	KPI-P-06	Students' performance in the professional and/or national examinations	70%+	Average of students' score on professional and/or national examinations	End of each semester
	KPI-P-07	Graduates' employability and enrollment in postgraduate programs	%35+	(Statistical Data) Percentage of graduates from the program who within a year of graduation were: a. employed. b. enrolled in postgraduate programs. during the first year of their graduation to the total number of graduates in the same year	End of each semester
	KPI-P-08	Average number of students in the class	35:1	Average number of students per class (in each teaching session/activity: lecture, small group, tutorial, laboratory or clinical session)	Every semester
	KPI-P-09	Courses tough via E-learning	20%	Percentage of courses which were taught via E-learning every year in the program	Every semester
	KPI-P-10	Employers' evaluation of the program graduate's proficiency	3.5+	Average of overall rating of employers for the proficiency of the program graduates on a five-point scale in an annual survey	From 3-6 months of employment
4 **Students**	KPI-P-11	Students' satisfaction with the offered services	3.5+	Average of students' satisfaction rate with the various services offered by the program (restaurants, transportation, sports facilities, academic advising, ...) on a five-point scale in an annual survey	Every semester
	KPI-P-12	Student evaluation of academic counseling.	3+	Average of overall rating students for the students' academic and counseling services.	Every semester
	KPI-P-13	Percentage of achieved indicators of the English club operational plan goals	70%	Percentage of performance indicators of the operational plan goals of the English club that achieved the targeted annual level to the total number of indicators targeted for these goals in the same year	Every year
5 **Faculty Members**	KPI-P-14	Ratio of students to teaching staff	15:1	Ratio of the total number of students to the total number of full-time and full- time equivalent teaching staff in the Program	Every semester
	KPI-P-15	Percentage of teaching staff distribution	Assistant professor 9\45% Lecturer 5\32% TA 5-23% Male:12 Female:11	(Statistical Data) Percentage of teaching staff distribution based on : a. Gender b. Branches c. Academic Ranking	End of the year
	KPI-P-16	Proportion of teaching staff leaving the program	1%	(Statistical Data) Proportion of teaching staff leaving the program annually for reasons other than age retirement to the total number of teaching staff .	One year

	KPI-P-17	Percentage of publications of faculty members	%50+	Percentage of full-time faculty members who published at least one research during the year to total faculty members in the program	One year
	KPI-P-18	Rate of published. research per faculty member	1:1	The average number of refereed and/or published research per each faculty member during the year (total number of refereed and/or published research to the total number of full-time or equivalent faculty members during the year)	One year
	KPI-P-19	Citations rate in refereed journals per faculty member	1:1	The average number of citations in refereed journals from published research per faculty member in the program (total number of citations in refereed journals from published research for full-time or equivalent faculty members to the total research published)	One year
	KPI-P-20	. Participation of teaching staff in community service activities	40%+	Percentage of full-time teaching and other staff actively engaged in community service activities	One year
	KPI-P-21	program's evaluation by the faculty program	3.5%	Average of overall faculty members evaluation on the program	One year
	KPI-P-22	Faculty members' performance evaluation	70%	Average of overall Performance of faculty members	One year
6 Learning Resources	KPI-P-23	Satisfaction of beneficiaries with the learning resources	3+	(questionnaire) Average of beneficiaries' satisfaction rate with the adequacy and diversity of learning resources (references, journals, databases… etc.) on a five-point scale in an annual survey.	End of each semester

* including KPIs required by NCAAA

I. Specification Approval Data

Council / Committee	DEPARTMENT COUNCIL
Reference No.	7TH SESSION OF THE DEPARTMENT COUNCIL
Date	19\5\1444